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# **ONE STEP AT A TIME**

## **VISUAL, AUDITORY & LANGUAGE**

### **ACTIVITIES FOR THE**

### **DEAF - BLIND CHILD**

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# Dedication

*"This handbook is respectfully dedicated to the memory of Joseph Kohn, former Executive Director of the New Jersey State Commission for the Blind and Visually Impaired and advocate of education for all handicapped children. His interest in Deaf-Blind education has ultimately made possible projects such as ours."*

# Acknowledgment

We wish to express our deep appreciation to Khogendra Das, Coordinator, Mid-Atlantic North and Caribbean Region, Services to Deaf-Blind, New York Institute for the Education of the Blind, who made funds available to support this project.

To Mr. Vahram Kashmanian, Director, Education Department, New Jersey Commission for the Blind, who encouraged the staff to develop this curriculum.

To the Writing Team whose cooperation, thoughtful effort, and enthusiasm culminated in this comprehensive list of activities.

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To Erma Williams, Program Aide for editorial and clerical assistance.

# Foreward

As a part of our continuing efforts to develop and collect and disseminate relevant and beneficial materials and information for personnel working with deaf-blind children, the Mid-Atlantic (N) and Caribbean Regional Deaf-Blind Center is extremely pleased to publish this handbook, One Step At A Time.

Although the handbook is primarily a product of efforts and many years of experience of professionals working directly with deaf-blind children, it has drawn certain amount of available materials from other sources.

In each of the three sections--visual, auditory and language--the activities along with objectives and criteria, described in sequential manner, are easy to understand and follow.

One Step At A Time is not a curriculum but the activities included may be gainfully used towards the stimulation, training and development of appropriate visual, auditory, and language skills.

The handbook certainly fills a void and I firmly believe professionals, as well as parents, will find it a helpful guide in working with very young deaf-blind children.

Khogendra N. Das, Coordinator  
Regional Deaf-Blind Center

# Preface

The purpose of this handbook is to provide the classroom teacher and the parents of multi-handicapped children with activities for the development of sensory competence.

This book is divided into three sections: vision, language and audition.

This book is not intended as a curriculum but as a compilation of activities drawn from texts and classroom experience. These 3 areas were chosen specifically because of the lack of extensive activity ideas and procedures available in these areas. There will be some overlap of activities because in teaching M.H. children it is rare that the senses are isolated for purposes of instructional input. The procedures are intended to be flexible. The steps in each procedure may be expanded, eliminated or repeated as necessary for each child. Hopefully, the activities suggested will stimulate the teacher or parent to create additional activities.

For the most part, the materials are easy to make, using items readily available in the home or classroom.

Each section will be introduced with special notations of importance for that section.

It is important, in all of the sections, to remember that our purpose is to teach and not to test. If the child cannot perform a preliminary step in a procedure, then we must help the child to learn how. A child cannot respond correctly if he is unsure of what is being asked of him. The process is slow and repetitious. The reward for both teacher and child is apparent in the small successes that occur one step at a time.

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Drawings by Francine Serrao

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# Visual Activities - Introduction

In terms of long range planning and daily classroom activities, the development of visual functioning is high priority. The ability of the child to utilize efficiently whatever vision he may have will continue to influence his success in almost all other aspects of learning.

All of the activities in this section assume at least partial vision.

The distance at which materials should be placed and activities performed is of course dependent on the visual acuity and diagnosis of the child. The steps in each procedure may be expanded as necessary for each child. Often it is the teacher involved with the child in the classroom who has the best opportunity to observe and assess the visual functioning of the child.

As a result, requests for medical evaluations and suggestions for low vision aids are often initiated by the classroom teacher.

The task of the teacher working with the Deaf-Blind child is in many instances to teach the child to use light productively and constructively rather than for purposes of self-stimulation. Often self-stimulation decreases as structured activity increases. Hopefully these activities will provide the classroom teacher with the initial means of providing this structure.

Instruction and giving directions to a low functioning and/or non-language child may involve physically manipulating the child to perform the given task. Remember that signs and gestures should be used with every child; a hands-on approach may be necessary depending on the vision and functioning level of the child.

01 Visual Training Activities  
for the Deaf/Blind and  
Blind

Objectives

- 01 Responds to Visual Stimuli
- 02 Focuses on Stationary object
- 03 Follows moving stimuli
- 04 Reaches for fixated object
- 05 Shifts attention from one object to two or more
- 06 Searches for dropped object
- 07 Converges eyes on moving target
- 08 Responds to social games
- 09 Observes facial expressions
- 10 Places objects in a container
- 11 Locates hidden object
- 12 Builds a tower
- 13 Discriminates like objects

Criteria

- Moves Eyes, Turns Head
- Head remains still  
Maintains eye contact
- Follows with eyes as head remains stationary
- Locates and attempts to obtain object
- Points to a specific object
- Bursts bubbles
- Maintains eye contact
- Plays Pat-A-Cake
- Imitates
- While the container is stationary and in motion
- Pointing or handling container
- Places block in a vertical orientation
- Matches, Sorts

14	Identifies a picture in a book	Names and Points
15	Discriminates objects with pictures	Matches
16	Observes movements of others	Imitates
17	Discriminates Shapes	Matches
18	Discriminates colors	Matches, Sorts
19	Discriminates Pictures	Matches
20	Completes formboards or puzzles	Matches
21	Discriminates letters	Sorts, matches
22	Discriminates words	Matches
23	Identifies shapes	By naming, matching
24	Identifies colors	By naming or pointing
25	Identifies Pictures	By naming or pointing
26	Discriminates Sizes	Names objects, and sizes, sorts
27	Discriminates Lengths	Sorts
28	Categorizes Objects	Names, matches, sorts
29	Scans from left to right	Consistently, following a series of stationary objects
30	Follows a graphic path	Using a writing instrument or toy car

31	Connects 2 points	Using writing instrument in a left to right and up to down progression
32	Traces forms	Using finger, light and writing instrument
33	Draws line	Imitates and then copies using writing instrument. Horizontal and Vertical Straight lines
34	Draws forms	Imitates and then copies forms using writing instrument
35	Identifies positional relationships of objects	Names and demonstrates positions such as "on top of"
36	Identifies whole object or form	When given only part of form, identifies by naming and completing using a writing instrument
37	Colors shapes	Names shape and colors within boundaries
38	Recalls Symbols or Items	After brief exposure, recalls objects and pictures by naming or pointing
39	Reproduces a symbol from memory	After brief exposure, reproduces symbol without visual cues
40	Arranges pictures in sequence	Describes and arranges in terms of "what happened next"
41	Eye-hand coordination	Loops elastic over button
42	Walks in predesigned path	Walks alongside rope placed on floor

43	Moving in space	Walk between rungs of a ladder
44	Ring Tossing	Placing rings on peg
45	Finger Painting	To develop hand-eye coordination and other basic math skills. (reverse hand flat)

Objective: The child will visually respond to a light source by following it (tracking) on a horizontal plane.

Materials: Pen light

Procedure:

- 01 Sit facing child
- 02 Move the light slowly in a left to right progression, across the childs visual field.
- 03 Reinforce when any response to the light is noticed.
- 04 Repeat procedure varying the directionality of the light.
- 05 If the child loses eye contact, revert back to the previous step.
- 06 Attempt vertical movements
- 07 This exercise may be done with both eyes or with one eye covered alternately.

Objective: The child will focus on a stationary object

Materials: Toy, shiny object and flash light

Procedure:

- 01 Sit with the child in a darkened room.
- 02 Shine a light and observe any responses
- 03 Vary the position at which the light is shown
- 04 Increase the amount of light in the room, and hold a desired object directly in front of the child.
- 05 Once he focuses on it, change the position at which it is held.
- 06 Vary the position from the midline, as well as the distance from the child's eyes.

Objective: The child will follow a moving stimuli with his eyes and outreached hand

Material: Ball on string or card

Procedure:

- 01 The child is placed in a comfortable position.
- 02 The child is instructed to follow the movement of the ball as it swings on the rope with his eyes and outreached hand without moving his head. The ball should be just out of reach.
- 03 Initially both eyes are used and one may be covered alternately.
- 04 If the child's head moves it might be gently held in place by the instructor.
- 05 At some point the ball should be moved within grasp and the child should be instructed to stop the ball's movement with his hand. This "game" may be repeated a number of times.
- 06 This exercise can help determine if the child has the ability to use his eyes correctly or if there are muscle control problems. Should the child have eye movement problems due to physiological reasons encourage development of eye trailing to the degree which the child is capable.

Objective: The child will reach for a fixated object

Material: Colorful toy , musical instrument and pen light

Procedure:

- 01 Hold up a favorite item and place it at an appropriate distance from the childs' vision and initially in central view
- 02 Move his hand to touch the object
- 03 Once the child has located and fixated on the object for several seconds, reward him by giving him the object.
- 04 Experiment with various distances, to determine which the child responds to. Also place object in the peripheral range.
- 05 Use various stimuli in activity. Begin with light since it is most enjoyable to deaf-blind child, next, musical instruments for the added incentive of the sound; finally, a regular toy.
- 06 Encourage the child to reach for desired objects such as food. Place his food far enough away so he must reach across the table for it.

Objective: The child will shift his attention from one object in a field to two or more objects.

Materials: Small toys and shiny objects

Procedure:

- 01 Sit facing the child with group of objects in your lap
- 02 Pick up one object at a time and hold them in different positions within the child's reach.
- 03 While he is looking at one object, pick up another and hold it in a different position.
- 04 Vary stimuli often to maintain attention
- 05 Present the child with two objects at the same time.
- 06 Have the child point to a specific object so that he discriminates visually.

Objective: The child will search for an object dropped within reach.

Materials: Bubbles

Procedure:

- 01 Blow bubbles directly towards child, encouraging him to reach out for them.
- 02 Once the child is aware of their movements, direct him to watch them as they fall to the floor.
- 03 Help him reach down to burst the bubbles.

Objective: The child will converge his eyes on a slowly moving target

Materials: A brightly colored toy and pen light

Procedure:

- 01 The child should be placed in a comfortable position.
- 02 The teacher instructs the child to look at the object held about 16 inches from his midline.
- 03 When the child has focused on the target it is moved slowly towards him.
- 04 The teacher should stop the movement of the target if the child has lost eye contact.
- 05 The child should be rewarded if he maintains eye contact for the duration of this activity.

Objective: The child will respond to social games such as Pat-A-Cake

Materials: Large cloth

Procedure:

- 01 Placing two hand prints on a piece of paper, have child place his hands on the prints
- 02 Make sure the child looks to see where he places his hands.
- 03 Sit facing child, holding out your hands, palms towards child.
- 04 Help child place his hands against yours
- 05 Have him imitate movements of pat-a-cake by clapping hands and tapping them against adults.

Objective: The child will observe expressions on faces and imitate same.

Materials: Puppets, pictures and mirror

Procedure:

- 01 Sit facing child and perform various actions with your face,  
Ex: Smile, allow him to feel your face. Stick out your tongue, etc.
- 02 Move to a mirror and sit next to the child. Perform the same movements.
- 03 Explain what you are doing as you perform each action
- 04 Assist the child physically if he does not imitate.
- 05 Show him hand puppets, or pictures of faces which have different expressions.
- 06 Imitate these actions along with the child.

Objective: The child will place objects in a container one at a time.

Materials: Coffee cans of various sizes.  
Beads of various sizes.

Procedure:

- 01 Assist the child as he is instructed to place 1 large bead into a large can.
- 02 Withdraw assistance gradually until he can do it independently.
- 03 Vary the materials so that he must put a small bead into a large can and then a small bead into a small can, etc.
- 04 Slowly move the large can around on his desk so he must follow it with his eyes and his hand.
- 05 Again, vary the materials ending with the small can and the small bead.

Objective: The child will find an object hidden under a container

Materials: Small ball, 2 large cans

Procedure:

- 01 Show the child the ball and allow him to manipulate it.
- 02 As he watches, place the ball under a can.
- 03 Coactively lift the can and give him the ball
- 04 Repeat procedure until he can find ball independently
- 05 Put two cans on the desk and place the ball under one of them.
- 06 Again, help him to find the ball
- 07 Repeat, changing the can in which the ball is hidden.
- 08 Have child watch as the ball is placed under the can. Rotate the two slowly so that their positions are reversed.
- 09 Have him find ball by pointing or lifting up can

Objective: The child will build a tower of blocks

Materials: Large multi-sensory blocks, 1-inch blocks

Procedure:

- 01 Beginning with large blocks, coactively place one block on top of the other.
- 02 Repeat procedure gradually withdrawing assistance
- 03 Once mastered, move to smaller 1-inch blocks
- 04 Use only colorful, textured blocks for added cues.

Objective: The child will discriminate like objects

Materials: Four (4) of each: marbles, paper clips, coins and cups.  
Muffin tin.

Procedure:

- 01 Place 2 items (Ex: 1 block, 1 cup) on the table.
- 02 Give the child one block and have him select the identical one from the pair on the table.
- 03 Repeat often varying the materials used.
- 04 The child is presented with a box containing all of the items.
- 05 The child is presented with the muffin tin and is instructed to indicate to the teacher the separate cups.
- 06 The child is instructed to put all of the like items in the box into the same cup in the muffin tin.

Objective: The child will identify a picture in a book

Materials: Peabody Picture Cards and Childrens' Books

Procedure:

- 01 Present the child with a group of pictures from a Peabody set.
- 02 Identify each picture and have child identify each one.
- 03 Place two pictures in front of child and request one. Have child select appropriate one.
- 04 Using a picture book, choose pictures which have 2 items per page.
- 05 Have child point to one of the objects.
- 06 Gradually increase the number of items per page.

Objective: The child will match a 3 dimensional object with a picture of the same object.

Material: Ball, eating utensil, hat, chair, and pictures of all, mounted on separate cards.

Procedure:

- 01 The child will be presented with all of the three-dimension objects to identify and manipulate.
- 02 The items will be lined up on the work table in front of the child.
- 03 The teacher will present the child with a picture of one of the items and told to put it in front of the three-dimension object that it is like.
- 04 The same procedure is followed for all of the cards and may be reversed for reinforcement of the concept.

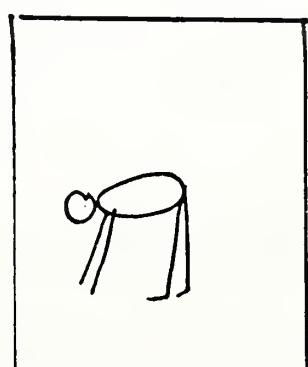
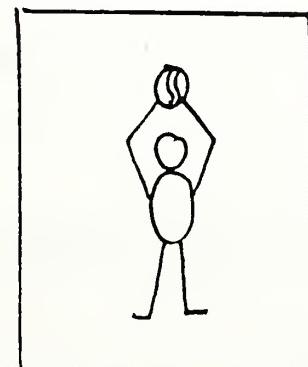
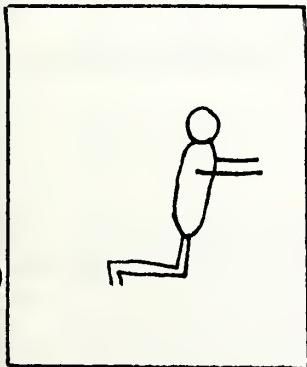
Objective: The child will observes movements of others and imitate them.

Materials: Doll model or MannequinAction pictures from readiness pictures mounted on cardboard.

Procedure:

- 01 Using upper limbs first, have child feel, look and imitate simple symetrical movements. Use of language at appropriate level of child should be used, ex: "same" or with more advanced game play of "Simon Says"
- 02 Have child repeat using asymetrical movements of upper limbs.
- 03 Have child repeat symetrical movements using a doll. Let child feel the doll. Encourage the child to design the positions.
- 04 Repeat using lower limbs.
- 05 Repeat using entire body.
- 06 Present the child with pictures of a person involved in an action Remember to consider contrast and clarity of the picture.
- 07 Have child describe the action, if possible.
- 08 Have child imitate this action by moving his own body appropriately.

i-e of cards



Objective: The child will discriminate shapes.

Material: Large group of blocks of 3 shapes - circular, square, oblong. Braille paper with shape brailled on paper

Procedure:

- 01 The teacher arranges the blocks in random order in front of the child on a work table or desk.
- 02 The teacher chooses 1 block from the group and instructs the child to look at and identify it.
- 03 The child is instructed to find another block that is the same shape.
- 04 When he has found a block, the 2 matching blocks are removed from the table.
- 05 Repeat until all shapes have been used.
- 06 Have child explore brailled shapes .
- 07 The child will first manipulate the shape presented by the teacher as he pleases.
- 08 It will than be placed on a flat surface and the teacher takes the child's finger and moves it around the edges of the shape.
- 09 The child is instructed to repeat this activity independently.
- 10 The child is further instructed to trace around the shapes without lifting his finger from the edge until he has completed outlining the border.
- 11 Beginning with one shape, have child place shape in/on brailled shape.

Objective: The child will discriminate colors.

Materials: Colored construction paper  
Colored blocks  
A box (such as a shoebox) with strips of colored paper glued to its side.  
Plastic clothespins of colors corresponding to the colors of the sides of the box.  
Six plastic "Leggs" (pantyhose) eggs, painted 6 different colors.  
Teacher prepared color wheel with a moveable center spinning arm.

Procedure:

- 01 Beginning with 2 colors, cut out circles.
- 02 One at a time, place the same colored circles on top of each other.
- 03 Guide the child's hand to place the colors correctly.
- 04 Give him more circles to match and sort independently.
- 05 Place nine blocks (2 colors) on the table.
- 06 Help the child to put the blocks of the same color together.
- 07 Add more blocks until he can perform the task independently.
- 08 Examine the shoe box with the child.
- 09 Present the clothespins and manipulate the pins so that they open.
- 10 Have child place a clothespin around the rim of the box where the strip matches the color of the clothespin.
- 11 The child is given 6 halves of different colors one at a time and names the color as he is given each half (Leggs).
- 12 The child is then given 6 halves of corresponding colors in a basket.
- 13 The child is told to choose a half from the basket that matches one of the halves in front of him.



- 14 The child is instructed to snap the two halves together to make a whole egg and return the whole egg to the basket.
- 15 The same procedure is followed until all of the eggs in the basket are whole.
- 16 Present the color wheel to the child.
- 17 The child is encouraged to manipulate the spinning arm and identify the colors.
- 18 The child is instructed to spin the arm and then find an object in the classroom that matches the color indicated.

Objective: The child will discriminate pictures

Materials: ABC Lotto - Commercially produced

Procedure:

- 01 Present child with the six small cards - Identify each subject
- 02 Have him match them, one at a time to the master card.
- 03 If necessary, make up a set of cards to account for visual acuity
- 04 Prepare a collage of pictures familiar to child. Have identical set of pictures which the child can match to it.

Objective: The child will complete simple formboards or puzzles.

Material: Three (3) large colored puzzles with 2, 3, 4 & 5 pieces.

Procedure:

- 01 The teacher presents the child with the completed three-piece puzzle so that the completed picture is seen and discussed.
- 02 The child is instructed to take each of the pieces out of the puzzle frame.
- 03 The teacher and child discuss the color and shape of each puzzle piece.
- 04 The child is required to match these colors and shapes in order to fit the puzzle pieces together within the frame.
- 05 The same procedure is followed for the other puzzles. It is important to begin the activity with exploration of the completed puzzle, both visually and tactually.
- 06 This activity may also be done with puzzles of two pieces as well as with puzzles that do not have interlocking parts.

Objective: The child will discriminate letters by sorting and group matching them on varying medium.

Materials: Assorted letters that match on sandpaper, blocks, and printed cards.

Procedure:

- 01 The child identifies the letter configurations by name and/or shape on all of the mediums.
- 02 The child then groups together the Block A, Sandpaper A and Printed A.
- 03 The same procedure is followed for all of the letters.
- 04 Child is asked to sign/say each letter.
- 05 May be done in either lower case, upper case or a combination of both.

Objective: The child will match a word to a word.

Materials: Two (2) sets of printed cards of small words (me-dog-go).

Procedure:

- 01 The teacher and child examine the child's set of words either by examining the letters in each word or examining the letter symbol configuration.
- 02 The child traces his finger over the letters in each word for additional input.
- 03 The teacher shows one of the word cards from her set and the child must find the word from his pile that matches.

Objective: The child will identify by name various shapes in solid black and place them on corresponding shapes in outline form.

Material: Precut shapes of black construction paper, traced outline of the shapes on worksheets.

Procedure:

- 01 The teacher will present each shape to the child and instruct him to identify it.
- 02 She will then present the worksheet and have the child identify each of those shapes.
- 03 The child is then instructed to place the cut shapes onto the outline that is the same.  
This activity might be expanded by having the child cut the shapes out and then pasting them on the outline.

Objective: The child will identify colors by name.

Materials: Posters from Peabody Language Kit or pictures in readiness texts.

Procedure:

- 01 The teacher and child will examine the picture together discussing the various colors and objects.
- 02 The teacher will instruct the child to point out or X all the objects in the picture of a specific color.
- 03 This procedure may be followed identifying all of the objects and colors in the picture.
- 04 The teacher will then point to an object and the child is to give its color name.

Objective: The child will identify pictures by pointing out differences and similarities in inner details, size and position in the pictures.

Materials: Readiness text pictures, magazine pictures and story books.

Procedure:

- 01 The child will be presented with a picture and instructed to identify it.
- 02 The teacher will instruct the child to point out the specific details of each picture.  
As in "Show me the doll's eyes" or "Show me the wheels on the truck."
- 03 The teacher will then instruct the child to find 2 like objects in the picture and compare the details. Example: Show me the boy with green pants. What color pants does the other boy have.

Objective: The child will discriminate between different sizes of the same object.

Materials: 2 shoes, 2 hats, 2 circles. One of each object should be larger than the other. A.P.H. shape peg board \*

Procedure:

- 01 The teacher presents the child with 2 hats. The child identifies them as hats and indicates that one is big and one is small.
- 02 The child is instructed to put the big hat on one side of the work table and the small hat on the other.
- 03 The same procedure is followed with the remainder of the objects.
- 04 The teacher then presents the child with the peg board to explore.
- 05 The child manipulates the shapes and is shown that the shapes can fit on the peg board.
- 06 The shapes are sorted by size and placed on the table in groups.
- 07 The shapes are then taken from groups and placed on the appropriate peg so that size differences become apparent in correct order.

Note: A.P.H. American Printing House for the Blind  
P.O.Box 6085  
Louisville, Kentucky 40206

Objective: The child will group pegs according to length.

Material: Group of pegs of graduating length - ruler.

Procedure:

- 01 The child will line up the pegs using the ruler as the baseline, so that the various heights will be apparent.
- 02 The child is instructed to choose the shortest peg and put it on another section of the worktable.
- 03 The next shortest peg is chosen and placed next to the shortest peg.
- 04 The procedure is followed until all of the pegs are in order by length on the other section of the worktable.

Objective: The child will recognize the relationship between objects in categories.

Material: Pictures from readiness books of 5 types of 5 animals, 5 toys, same of clothing and food, mounted on cardboard by teacher.

Poster board with construction paper pockets.

Three (3) cars - 1 ball.

Three (3) books - doll

Three (3) pens - 1 spoon.

Procedure:

- 01 The child is given the poster board with one picture of each category in separate pockets.
- 02 The child identifies the pictures already in the pockets.
- 03 The child is instructed to put the flowers in the flower pocket, toy in the toy pocket etc.
- 04 The child should be encouraged to name/sign all objects as they are being placed in pockets.
- 05 Actual objects should be available for added information .
- 06 The teacher will present 3 items of the same category and 1 item of a different category. The items are identified by the child.
- 07 The items are lined up in random order in front of the child.
- 08 He is told that one item "does not belong" in the group and must be removed.
- 09 All of the items are presented in similar fashion with ensuing discussion of what function the items in all of the categories have.

Objective: The child will consistently scan from left to right following a series of objects.

Materials: Lite Brite game (Commercially Available)  
Teacher made sheets, example, horizontal line o o o t o o  
Scissors. Large sheet of paper with heavy black straight lines drawn on them.

Procedure:

- 01 Child will complete lite "pegboard" forming a horizontal line.
- 02 He is directed to begin at the left, and complete each hole in order ending up at the right.
- 03 Direct child to complete design, leaving a space between each peg.
- 04 Present worksheet to child and instruct him to cut directly along the black lines, starting on the left side and ending up on the right.

Objective: The child will follow a graphic path using a writing instrument.

Materials: DLM Eye - Hand Integration Exercises (Commercially Available)  
A small toy car  
Several prepared maze patterns that appear as roads with an object at the end of the maze.  
Frosting Material

Procedure:

- 01 Starting with card one, child will draw a horizontal line following pattern in kit. Emphasis should be on a left right procedure.
- 02 Child will complete all cards in sequence.
- 03 Present child with maze worksheet
- 04 Encourage him to examine the "road" on the worksheet.
- 05 Have child move his finger along the inside lines of the maze.
- 06 The child should then use the car and the same procedure is followed.
- 07 Finally, have child follow maze with a thick Magic Marker.
- 08 The mazes may become increasingly complex.

Objective: The child will connect 2 points opposite each other in a left to right then up to down progression.

Material: Black felt pen, paper

Procedure:

- 01 The child is presented with a large sheet of paper which has 2 large black dots on opposite sides of the sheet.
- 02 The child is instructed to use his finger and travel from 1 dot to the other without lifting his finger.
- 03 The child is given the marker and instructed to connect the dots in the same fashion using the marker.
- 04 The same task is performed with the preplaced dots in varying directions.

Objective: The child will trace a pre-designed form.

Materials: Magic Marker

Flashlight

Teacher prepared large white cards with black felt shapes and letters glued to them.

Clear plastic sheet

Procedure:

- 01 Teacher presents individual cards to child and encourages him to trace over the shape with his finger.
- 02 The child is then given the flashlight and is shown the correct way to move it so that the light beam moves over the shape of the letter or symbol.
- 03 The child is instructed to move the beam only on the black felt shape and to allow it to fall on the outside background.
- 04 Place plastic sheet over cards and have child trace shapes using a black magic marker.
- 05 The teacher and child will explore and compare hands with regard to finger length and size.
- 06 The teacher will assist the child in tracing around her hand while it is flat on a surface. He may do this initially with his finger and then with a marker. The finished product is explored by teacher and child.
- 07 The child then places his hand on the table and the teacher traces his hand. Again, the result is discussed.
- 08 The child is instructed to trace his own hand. He is instructed not to raise the marker from the paper until he has finished tracing the hand.
- 09 The drawings of both the teacher and child's hand are compared for differences.

Objective: The child will draw a horizontal and vertical line

Materials: Sand, paper and Magic Marker

Procedure:

- 01 Create a horizontal and vertical line in sand using your index finger.
- 02 Take the child's hand and assist in drawing a line directly next to the one previously drawn.
- 03 Smooth out the sand and have child recreate the line.
- 04 On paper, draw a thick straight line.
- 05 Have child copy line directly next to the original one.
- 06 Repeat until child can do it without model.

Objective: The child will draw a form (shape).

Materials: Paper, Magic Marker, sand, finger paint, chalk, blackboard

Procedure:

- 01 Show the child how to make a circle by making concentric movements on paper.
- 02 Coactively draw circle leaving the original one available for a model.
- 03 Have child use his finger to make circular movements in sand or finger paint.
- 04 Put a large dot in the middle of a blackboard.
- 05 Direct child to look at midpoint on board and draw circles around it.
- 06 Repeat procedures for other forms simple at first, and then more difficult.

Objective: The child will identify positional relationships of objects.

Materials: Teacher prepared sheets - White paper with large black squares drawn on them. Small red circles and paste.

Procedure:

- 01 Put the child through various activities such as "sitting on a chair", "walking behind the curtain", and "putting the cube in the cup."
- 02 Have child paste a red circle in various positions in reference to the square. Ex: On top of, next to etc.

Objective: The child will recognize a whole object or form when only part is given.

Materials: Teacher prepared work sheets containing:

- a) drawing of shapes in various degrees of completion
- b) body with no legs
- c) Stem and leaves with no flower

Procedure:

- 01 The child will be given a worksheet and instructed to identify the partially completed shape.
- 02 He will be given a marker and instructed to finish the shape. The shapes might be initially more easy to identify and become increasingly challenging. Ex: One might be an incomplete circle.
- 03 Child is then given a drawing and asked to identify it.
- 04 He is then asked to look closely in order to find the missing part of the picture.
- 05 The child may then draw in the item that is missing from the picture. Ex: Body with no legs

Objective: The child will color within picture or shape using clues to indicate the color that should be used.

Material: Teacher prepared drawings with a small square of color in each section that indicates the color to

Procedure:

- 01 The teacher will present the child with each drawing and the child will be required to identify the object pictured and the color square within it.
- 02 The child will be instructed to color the object while staying inside the lines and using the same color of the square.

Objective: The child will recall a symbol or item

Materials: 5 objects (3 dimensional of manipulatable size)  
A large cardboard circle with several pictures pasted or drawn around the edge. A piece of construction paper is attached over the circle by a brass fastener. This "wheel" has a window cut out on one side.

Procedure:

- 01 Teacher places several objects on the table.
- 02 The child identifies and manipulates each object.
- 03 The child covers his eyes and the teacher removes item from the table.
- 04 The child must name the object that is now missing.
- 05 The teacher then presents the apparatus to the child and demonstrates how the wheel turns over the circle allowing a picture under the wheel to be viewed.
- 06 The child is then encouraged to turn the wheel to any angle so that the window exposes a picture.
- 07 The wheel is then moved to cover the picture.
- 08 The child is asked to describe the picture to the teacher.
- 09 Description can be a one word sign or word combination. If the child does not have expressive language, place like objects of pictures on the table and have child point to or pick up like object after seeing picture.

Objective: The child will reproduce a symbol or item from memory.

Materials: Tray of sand, teacher prepared simple design cards, blank paper and black felt marker.

Procedure:

- 01 The child is shown one of the design cards.
- 02 The design card is then removed from view and the child is requested to make a design with his finger in the sand tray that looks like the card he has just seen.
- 03 If the child is incorrect, the card is again shown and the same procedure ensues until the design is correct.

If the child has difficulty he might tactually trace the design card for imput before trying to make the design in the sand.

- 04 The teacher again holds up a design and allows the child to look at it for about 20 seconds.
- 05 She then turns the card over and asks the child to draw the design he has just seen from memory.
- 06 The same procedure is done for each card.
- 07 After each card the child is given the opportunity to see his drawing compared to the teacher's and is given the opportunity to correct it if necessary.

Objective: The child will arrange pictures in the sequence of their occurrence.

Material: Series of pictures from reading readiness texts, nursery rhymes or cartoons mounted on cardboard and cut into sequential cards. Each set of cards depicting a story can be grouped in an envelope.

Procedure:

- 01 The teacher presents the envelope to take each card out and describe the action in the picture.
- 02 The cards are lined up in random sequence and discussed in terms of "what happened first." "what happened next."
- 03 When the child has placed the cards in proper sequence, the child will tell a story based on the pictures.

## Visual Motor

Objective: The child will loop elastic over a center button as directed by the teacher.

Material: Teacher prepared cardboard sheet with a button attached in the center stapled elastic loops are placed at intervals around the edges of the cardboard. Shapes are drawn by each loop.

### Procedure:

- 01 The child is instructed to find the button, the elastic loops and the shapes
- 02 The teacher demonstrates how the elastic loop fits over the button.
- 03 The child is then directed to put the circle loop over the button.
- 04 All of the loops may be placed over the button in the same way.
- 05 The loop identities may be varied by using colors or letters at the loop labels.

## Visual Motor

Objective: The child will walk along side a rope placed on the floor.

Material: Long rope taped to the floor

### Procedure:

- 01 The child and teacher examine the placement of the rope on the floor visually and tactually.
- 02 The child is instructed to walk along the edge of the rope so that the side of his foot is touching the rope. The child is cautioned not to step directly on the rope.
- 03 The activity might be expanded by directing the child to walk with the rope between his feet. The teacher may feel it is necessary to hold the child's hand during his initial effort.

(--may be done in bare feet, stocking feet or w/shoes on)

## Visual Motor

Objective: The child will walk between rungs of a ladder placed flat on the floor

Material: Ladder

### Procedure:

- 01 The teacher and child examine the ladder together.
- 02 The child is instructed to walk over each rung and into the center of each space. The degree of independence the child will be required to have of course depends on several factors involving orthopedic and visual functioning.
- 03 The child might first move from space to space placing both feet in the space simultaneously, and then alternating feet.

Visual Motor

Objective: The child will aim and release a ring onto a peg from where he is standing

Criterion: 1 out of 3 rings is successfully placed

Material: Commercially available ring toss game

Procedure:

- 01 The distance necessary will depend on visual ability. The teacher will demonstrate to the child that the rings fit on the pegs and instruct the child to place the rings on.
- 02 The child should be instructed to toss the rings onto the pegs from increasingly further distances.

## Visual Motor

Objective: The child will use finger paint as media to encourage use of eye-hand and basic motor skills.

Materials: Finger paint or appropriate substitute; smooth surface or paper

### Procedure:

01 By use of co-active movements or by imitation the child will be encouraged to do the following:

- a) cross midline
- b) make large and small circles
- c) Horizontal movements
- d) Vertical movements

Encourage - use of both hands on paper  
use of hands separately  
fingers closed and/or open with flat hand  
hands up on finger tips  
single finger painting

# Auditory Activities - Introduction

The purpose of obtaining correct audiometry is to detect those students who may be educationally handicapped by hearing loss. Deaf-blind children are defined as "Those children who have auditory and visual handicaps , the combination of which causes such severe communication and other developmental and educational problems that they cannot be properly accommodated in special education programs solely for the hearing handicapped child."(45 CFR 121c. 37)

This chapter deals with probably the most important educational development in deaf-blind children namely auditory training. These children should be taught to develop whatever residual hearing they may have. It doesn't matter if the children can hear language or gross sounds; they should be instructed to develop their auditory skills.



03 Auditory Training  
Activities for the  
Deaf/Blind and Blind

OBJECTIVES

01 Exhibits an awareness of sound

02 Exhibits an awareness of sound

03 Responds to sound

04 Localizes sound

05 Localizes sound

06 Localizes sound

07 Localizes sound

08 Localizes sound

09 Perceives sound from a given direction

10 Demonstrates a motor response to an auditory stimulus.

11 Demonstrates on/off awareness of sound.

12 Locates a sound source

13 Responds to sound

14 Associates a sound with an object

15 Associates a sound with an object

CRITERIA

Startle, Eyeblink, Cessation of activity.

Looks at sound producing objects.

Turns head or eyes in direction of sound.

Localizes directly on a plane level with the eyes at a 90° angle from head.

Directly to the side and indirectly below.

Directly to the side and below and indirectly above.

Directly to the side, below and above.

At any angle

Turns toward sound source, Reaches for source.

Grasps sounding object.

Change in facial expression, pointing to ear.

Turns in the correct direction of the sound. Moves toward the source.

Makes desired response

Discrimination between 2 or 3 gross sounds.

Discrimination between 2 or 3 fine sounds.

16	Perceives speech	Responds to human voice such as: eyeblink
17	Perceives speech	Responds to name
18	Discriminates speech from gross sounds	Selects appropriate sound
19	Discriminates environmental sounds	Association of sound with its source
20	Awareness of sound	Identification of sound and sound source
21	Engages in vocal play	Imitates
22	Imitates Tempo	Repeating of patterned sounds
23	Vocalizes sound	Imitation
24	Blends sound together	Correctly identifies the word
25	Perceives the order in which sounds occur	Analyzes a word into its parts
26	Demonstrates an awareness of auditory feedback	Identifies and names sounds made
27	Demonstrates immediate and delayed recall of materials	Repeats correctly
28	Descriminates similiar words	Finds appropriate picture or performs appropriate activity
29	Identifies the appropriate name of an object	Names objects
30	Imitates intensity of sounds	Repetition of patterns
31	Imitates Pitch	Repetition of patterns
32	Recalls Sequence of sounds	Correct repetition
33	Awareness of distance hearing	Responds appropriately to changes in sound intensity
34	Discriminates between 2 or more similiar phrases	Selects appropriate picture or performs appropriate activity
35	Demonstrates understanding of concept that there is a phonetic response to printed symbol.	Names correct symbol

OBJECTIVE: The child will exhibit an awareness of the presence of sound.

MATERIALS: Squeaky toys, Noisemakers, Musical toys, Environmental Sounds, Microphone, Training Unit.

PROCEDURE:

- 01 Play with the sounds, moving them in and out of the child's visual field.
- 02 Hold object stationary and sound it.
- 03 Look for any response such as an eyeblink or a cessation of activity.
- 04 Make sure child is responding to the auditory stimulus, not just the visual.

OBJECTIVE: The child will exhibit an awareness of the presence of sound by looking at the object.

MATERIALS: Same as lesson 01.

PROCEDURE:

- 01 Repeat same procedure as in lesson 01.
- 02 Direct child to look at the object as it is sounded directly in front of him.

OBJECTIVE: The child will exhibit an orienting response, to sound by making a rudimentary head turn toward sound source.

MATERIALS: Same as lesson 01.

PROCEDURE:

- 01 Present sound in front of child.
- 02 Next, present sound at a 45° angle on each side of child's head.
- 03 Finally, present at a 90° angle on each side of child's head.
- 04 Child should consistently attempt to find the source of sound by turning his head before proceeding from one step to the next.

OBJECTIVE: Child will localize directly to sound on a plane level with the eyes at a 90° angle from head.

MATERIALS: Same as Lesson 01.

PROCEDURE:

- 01 Present sound source so that it is on a plane level with the child's eyes 90° angle from head.
- 02 Child must consistently attempt to find the source of sound before moving on.

OBJECTIVE: Child will localize directly to sound to the side and indirectly below.

MATERIALS: Same as Lesson 01

PROCEDURE:

- 01 Present sound source on one side of the child.
- 02 Child must look directly to appropriate side to find the sound.
- 03 Repeat with the other side.
- 04 Present sound below previous sound.
- 05 Child must look to the side and then down in order to locate sound.
- 06 Child must consistently attempt to find the source of sound before moving on.

OBJECTIVE: Child will localize a sound which is directly to the side and below and indirectly above.

MATERIALS: Same as Lesson 01

PROCEDURE:

- 01 Repeat steps producing sounds to the side and below the child.
- 02 Produce a sound above the child.
- 03 Have him respond by looking to the side and then up in order to find the source.
- 04 Child must consistently attempt to find the source of sound before moving on.

OBJECTIVE: Child will localize a sound directly to the side, below and above.

MATERIALS: Same as Lesson 01

PROCEDURE:

- 01 Present sound sources to the side and have child locate.
- 02 Next, produce a sound below the first one.
- 03 Train child to look directly down at sound, rather than to the side and down.
- 04 Repeat with a sound above the original one.

OBJECTIVE: Child will localize a sound at any angle.

MATERIALS: Same as Lesson 01

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PROCEDURE:

- 01 Produce sounds at various positions around child.
- 02 Child must look directly at source of sound.

OBJECTIVE: The child will demonstrate the ability to perceive sound from a given direction by indicating an awareness of the origin of sound.

MATERIALS: squeaky toys, noisemakers, musical toys, environmental sounds

PROCEDURE:

- 01 Manipulate one sound in the child's visual field, then sound a matching toy out of his field. Encourage the child to turn his head towards the sound by rewarding him when he does this.
- 02 Sound an object near the child (to the left, right, in front) keeping it at eye level. Vary the direction of sound. The child will reach for the noisemaker in the correct direction or turn his head in that direction. Once the child can localize sound at eye level, sound them in varying directions below eye level and then finally above eye level.
- 03 Attempt to locate auditory field by moving the sound from the child gradually until he ceases to respond.

OBJECTIVE: The child will demonstrate a motor response to an auditory stimulus by grasping a sounding object.

MATERIALS: squeaky toys, noisemakers, musical toys, environmental sounds

PROCEDURE:

- 01 Sound an object near the child, varying the direction of the sound. The child will reach for the object, locate the object with his hands or eyes in a searching fashion and grasp the object.

OBJECTIVE: The child will demonstrate on/off awareness of sound.

MATERIALS: Any source of sound which can be sustained.

PROCEDURE:

- 01 Present soundmakers to child through audition, vision, and tactation. Let the child respond to a variety of sounds. Next present sounds through audition and vision and finally through audition alone.
- 02 Musical chairs
- 03 The child can perform some action only when the sound is on (marching, stand up)

Note: Length of presentation of the sound is important if it is too short the child may not be able to tune in; if too long he may lose interest. Some children can notice better when the sound is gone rather than when it comes. Adjust the activity according to each child's needs.

OBJECTIVE: The child will demonstrate the ability to seek a sound source by moving toward a sounding object.

MATERIALS: Squeaky toys, noisemakers, musical toys, environmental sounds

PROCEDURE:

- 01 Sound an object out of the child's reach. Keep source stationary and ask child to come find it. Gradually increase the distance.
- 02 Hide sounding object for the child to find.
- 03 Have a few children sit in a circle with one child in the middle. Teacher touches one child who makes an animal sound. The child in the center must touch the child making the sound.

Note: In order to localize sound with accuracy, one must have similar hearing in both ears.

OBJECTIVE: The child will respond to sound by means of a conditioned response.

MATERIALS: Bells, squeaky toys, rings on peg, beanbags and target, nesting cup, audiometer, live and recorded voices, drum, cymbals

PROCEDURE:

- 01 Present concrete sound to the child in his visual field. Help the child make the desired response ie. put ring on peg, toss bean bag, etc. upon hearing the stimulus. Continue until the child understands the task. Finally, present the sound to the child out of field asking him to make the taught response.

OBJECTIVE: The child will demonstrate the ability to associate a sound with an object by identifying and discriminating between 2 or 3 gross sounds.

MATERIALS: Familiar noisemakers, musical toys, instruments, live voice, peabody cards

PROCEDURE:

- 01 Demonstrate each sound source. The child plays each. Put 2 down before the child. Stand behind the child and play an instrument (teacher has a duplicate set). Have the child point to the correct sound source from the 2 on the table. Child then plays the correct one.
- 02 Without any visual clue, play a sound behind the child. Child must identify the source. Child is allowed to play the instrument when it is correctly identified.
- 03 Present 2 animal pictures familiar to the child. Make an animal sound with live voice. The child will choose the correct picture.

Note: Review 4 or 5 sounds each lesson. Continue to introduce new ones. Discontinue gross sounds when child is proficient in identifying them.

OBJECTIVE: The child will demonstrate the ability to associate a sound with an object by identifying and discriminating between 2 or 3 finer sounds.

MATERIALS: Wooden beads dropped into tin, pebbles rattled in box, squeaky toys, spoon stirred in cup, rustling papers, jangling coins, etc.

PROCEDURE:

- 01 Demonstrate each sound source. The child plays each. Put 2 down before the child. Start behind the child and sound an object (Teacher has duplicate set). Have the child point to the correct sound source. Child then plays the correct one.
- 02 Without any visual clue, play a sound behind the child. Child must identify the source. Child then plays the sound source upon identification.

OBJECTIVE: The child will demonstrate the ability to perceive speech by exhibiting a pleasurable reaction to human voice.

MATERIALS: Live voice, auditory trainer and microphone

PROCEDURE:

- 01 Sing to the child
- 02 Saturate the child with speech with and without the use of Tadoma.\*
- 03 Play various singing activity games ie. "This Little Piggy", "Round Ball", "Itsy Bitsy Spider", etc.

Tadoma or "Vibration Speech" utilizes the sense of touch in the hand to take note of certain aspects of speech which can be felt on the mouth and face. The hand of the child is placed on the hand of the teacher with the thumb lightly placed on the teacher's lips and fingers spread on the cheek and upper neck. Small children may wish to use two hands, one on the lips and cheek and one on the neck and cheek.

Taken from Auditory Training  
By Nan Robbins

OBJECTIVE: The child will demonstrate the ability to perceive speech by responding to his name.

MATERIALS: Live voice, auditory trainer and microphone, tape recorder

PROCEDURE:

01 Call him in a quiet environment. Within visual field call his name - Then call outside his visual field (behind his head)

OBJECTIVE: Child will discriminate speech from other gross sounds.

MATERIALS: Live voice, auditory trainer or hearing aid, noisemakers.

PROCEDURE:

- 01 Pair one noisemaker with live voice. Within visual field draw his attention to each by allowing him to play with toy and then listen to voice.
- 02 Within visual field sound noisemaker and have child choose which was heard by pointing to noisemaker.
- 03 Use voice (talking and singing) in conjunction with noisemakers in auditory discrimination exercises to build awareness between voice and sound in general. Direct the childs' attention to the sound source of each so that he learns where voice comes from.
- 04 Make a recording of environmental sounds. Play it at a very low intensity and talk to the child gradually increase the intensity of environmental sounds noting at what point the child no longer attends to voice.

OBJECTIVE: The child will demonstrate the ability to discriminate meaningful environmental sounds by associating the sounds with their meanings.

MATERIALS: Familiar environmental sounds, DLM sound discrimination cards, tape recorder

PROCEDURE:

- 01 Use a tape of similiar environmental sound with matching pictures. Child will hear the sound and see the picture of the sound source.
- 02 Have someone knock on the door, direct the child's attention to the sound and sound source. Have the child open the door.
- 03 Make every opportunity to draw attention to the source of sound and to the meaningfulness of everyday sounds ie. laugh, knock at the door, water running, cough, object dropped on the floor, bell, etc. Attempt to make him conscious of as many environmental sounds as possible and to develop curiosity about sources of any sound.

OBJECTIVE: The child will demonstrate his awareness of sound by identifying the sound and sound source immediately.

MATERIALS: Squeaky toys, noisemakers, musical toys, environmental sounds

PROCEDURE:

- 01 Hide a few noisemakers in a box. Teacher sounds a noise maker and then gives it to the child to play. He finds one like it in the box. He sounds it and then pairs the 2 noisemakers.
- 02 Knock on the door and have the child answer it with appropriate language.

OBJECTIVE: The child will engage in imitative vocal play

MATERIALS: Live voice, microphone and auditory trainer, visual echo \*

PROCEDURE:

- 01 Encourage the child to play with his voice. Initially, reward any sounds. Use the visual echo to encourage the child to talk. Use Tadoma to increase input through taction. Try to have the child imitate nonsense sounds, vowel sounds, etc.

Visual Echo Company  
4 Godwin Ave.  
Fairlawn, N.J. 07410

OBJECTIVE: The child will demonstrate the ability to imitate tempo by repeating patterned sounds.

MATERIALS: Drum, clapping hands, conditioned response

PROCEDURE:

- 01 Child responds to fast and slow tempo of the drum by imitating on his own drum the fast or slow rhythm.
- 02 Child imitates fast and slow tempo by clapping hands to the beat of the teacher.
- 03 Through conditioning the child can perform various actions when different tempos are sounded ie. run to fast tempo, walk to slow tempo, etc.

OBJECTIVE: The child will demonstrate the ability to imitate vocalized sound by responding to an approximation of sound.

MATERIALS: Live voice, auditory trainer and microphone

PROCEDURE:

- 01 Teacher will produce a sound (m,b,d,e,etc.) and ask the child to repeat it ie, "ma-ma", "ba-ba". Use Tadoma
- 02 Introduce simple nursery and nonsense rhymes. Encourage the child to attempt to repeat the rhyme.
- 03 Name an object or place unfamiliar to the child and have him attempt to repeat it.

OBJECTIVE: The child will demonstrate the ability to blend sound together by correctly identifying the word.

MATERIALS: Live voice, auditory trainer, microphone

, PROCEDURE:

- 01 Present various 1 syllable words, pronouncing each sound separately. The child will blend the sounds together to correctly identify the word, Ex: d-o-g = dog.
- 02 Be sure sounds are voiced as these also provide more vibration and intensity (ex: d,m,n,b,g) as opposed to unvoiced where there is not as much multi-sensory input provided (ex: t,s,p,k.)

OBJECTIVE: The child will demonstrate the ability to perceive the order in which sounds occur by correctly analyzing a word into its parts.

MATERIALS: Live voice, auditory trainer and mike

PROCEDURE:

- 01 Present individual speech sounds. "M-a" "B-a" Have the child tell how many sounds he hears.
- 02 Present words with 3 sounds. Have the child identify the number of sounds in the word ex: "b-a-t". Have the child identify the beginning, middle and ending sounds in the words.

OBJECTIVE: The child will demonstrate his awareness of auditory feedback by recognizing the sounds he makes.

MATERIALS: Live voice, auditory trainer, microphone

PROCEDURE:

- 01 Pretend to be animals. Have the child make appropriate animal sounds, ex: woof woof for dog.
- 02 Show the child pictures of familiar animals. Ask him what sound each animal makes.

OBJECTIVE: The child will demonstrate immediate and delayed recall of materials presented aurally by repeating them correctly.

MATERIALS: Musical instruments

PROCEDURE:

- 01 Have various instruments available, the teacher having a duplicate set . Play 2 instruments. The child then picks up the 2 he heard. Initially, the order he picks them up is not important. Gradually increase the number of sounds.
- 02 Clap various patterns or beat a pattern on a drum. Vary the number and rhythm of beats. Have the child repeat the pattern.
- 03 Play various repeating activities, beginning with 2 and gradually increasing the number. Have the child repeat a. numbers b. individual speech sounds, c. syllables, d. words, e. phrases, f. sentences

OBJECTIVE: The child will discriminate words that are similar by finding the appropriate picture or by performing the appropriate activity.

MATERIALS: Familiar objects and pictures

PROCEDURE:

- 01 Present pairs of words that are similar in length and phonetic content, ie, soup-soap, bowl-ball, toothbrush-toothpaste, etc. The child will point to appropriate objects or pictures.

OBJECTIVE: The child will demonstrate the ability to say the appropriate name of an object.

MATERIALS: Familiar objects, ie, ball, cookie, doll, milk, etc.

PROCEDURE:

- 01 Give the child an object to examine and handle while the teacher repeats the object word. Encourage the child to repeat the sound . After several pairings ask the child to name the object presented.

OBJECTIVE: The child will demonstrate the ability to imitate intensity by repeating patterned sounds.

MATERIALS: Xylophone, piano, live voice, drum, APH sound localizer

PROCEDURE:

- 01 Child can use own voice to imitate loud and soft voice sounds.
- 02 Through conditioning the child can perform various actions when different intensities are heard, ie, put ring on peg when soft sound is heard, put block in box when loud sound is heard.
- 03 The child will respond to loud or soft chords, beats, etc. by imitating the correct intensity on a duplicate instrument.
- 04 The child can monitor his own voice volume upon request without the aid of a model to imitate, ie, speak louder, speak softer, etc.

OBJECTIVE: The child will demonstrate the ability to imitate pitch by repeating patterned sounds.

MATERIALS: Piano, xylophone, drum, live voice, APH sound localizer.\*

PROCEDURE:

- 01 Using piano or xylophone, play notes of varying pitch. After each note child will use own voice or duplicate instrument to imitate high **or** low notes.
- 02 Through conditioning, the child can perform various actions when different pitches are heard, ie, stand for high pitch, sit for low pitch.
- 03 Use live voice to make "beep" sounds varying in pitch. After each sound child will use own voice to imitate pitch.

A.P.H- American Printing House for the Blind  
P.O.Box 6085  
Louisville, Kentucky 40206

OBJECTIVE: The child will demonstrate the ability to recall a particular order of sounds by repeating them correctly.

MATERIALS: Live voice, microphone and auditory trainer

PROCEDURE:

- 01 On a toy xylophone, play a series of notes (high, low, low, high)  
Have the child reproduce the melody.
- 02 Present various instruments. Play 2 of them on a duplicate set.  
The child then plays the 2 he heard in the correct order.
- 03 Have the child reproduce a series of movements presented aurally,  
ie; run; run, hop; run, hop, jump; etc. Gradually increase the number.
- 04 Have the child fill in the missing number, ex: "1, 2, ..." "4, 5, 6,  
..."
- 05 Present a series of verbal commands. The child must do them in the correct order, ex: "Put the block in the box and sit down".  
Gradually increase the number of concept commands.

OBJECTIVE: The child will develop an awareness of distance hearing by responding to changes in sound intensity as distance increases or decreases.\*

MATERIALS: Live voice, noisemakers, APH sound localizer, alarm clock

PROCEDURE:

- 01 When doing auditory discrimination tasks, begin to increase the distance between the child and sound source.
- 02 Hide and seek - hide within hearing range of the child. Call his name or sound a noisemaker. The child will find the teacher and sound source.
- 03 Calling the child from increasing distances.
- 04 Hide a preset alarm clock. Have the child look for the source of the ring when it sounds.

\* (Keep in mind that when you talk about distance you are talking about more than intensity. As you move away from child you are decreasing the loudness of the signal and mixing more environmental noise and possibly changing the characteristics of your stimulus)

OBJECTIVE: The child will discriminate between two or more similiar phrases or sentences by finding the appropriate picture or by performing the appropriate activity.

MATERIALS: Objects for acting out phrases. Pictures of common phrases.

PROCEDURE:

- 01 Present 2 sentences that can be acted out, using auditory and gestural clues. Ex: "get the ball" and "get the bowl". Always use gesture or sign along with the verbal cues.
- 02 Present sentences accompanied by illustrative pictures. Ex: "Where is the soup?" "Where is the soap?"

OBJECTIVE: The child will demonstrate his understanding of the concept that there is a phonetic response to printed symbol.

MATERIALS: Beaded alphabet

PROCEDURE:

- 01 Beginning with one letter, give the phonetic sound. Have child repeat the sound.
- 02 Once the child is able to answer, "What does a \_\_\_\_\_ say?", go on to the next letter.
- 03 Present the 2 learned letters and have child identify, "which letter (s) says \_\_\_\_\_?"
- 04 Present letters in the following order of presentation:
  - a) Diphthongs and Vowels - vibratory,  
easily seen lip formation,  
easily manipulated lip formation
  - b) Voiced Consonants - vibratory,  
good multisensory input (b,d,g,m,n,  
w,v,th(them) l,r)
  - c) Unvoiced Consonants - (p,t,k,f,h,th (thumb) )
  - d) Sibilants - (s,sh, z,zh (illusion),ch,j,(judge) )



**L**  
**A**  
**N**  
**G**  
**U**  
**A**  
**G**  
**E**  
  
**A**  
**C**  
**T**  
**I**  
**V**  
**I**  
**T**  
**I**  
**E**  
**S**

# Language Activities - Introduction

The activities included in this section are for classroom language training. Emphasis is not on speech, but language. Language is actually any form of communication or expression including speech, sign language, fingerspelling or even gesture. The tasks may have to be modified in order to account for the individual hearing losses of each child.

Equipment such as microphones, headphones and hearing aides should be used according to the child's needs. Depending on the frequency loss of the child either one or a combination of these aids should be employed. Consult a speech therapist for additional information.

Audiological evaluations should be obtained on every child before introducing language. The audiologist will often give suggestions and recommendations for types of amplification needed.

## Guides for Teaching a Sign

1. Choose an action or object that is necessary for the child.
2. Match the object or action with the signs as frequently as possible so the child will learn to associate the sign and object in meaningful ways.
3. For example, the sign for "eat". Each time the child eats teacher should pair the action with the formal sign. Make sure the food is in front of the child.
4. Once he has made the connection and starts to anticipate teacher's movements he will be ready to begin to imitate.
5. Hold the child's hands.
6. Form them into the configuration of the sign.
7. Put the child's hands through the movements of the sign.

02 Language Training  
for the Deaf/Blind and  
Blind

Objectives

- 01 Awareness of own sounds
- 02 Imitates mouth movements
- 03 Awareness of tongue and jaw movements
- 04 Learns breath control
- 05 Responds to sound
- 06 Locates source of sound
- 07 Responds to voice
- 08 Locates source of voice
- 09 Responds to a gesture with a gesture
- 10 Responds to own name
- 11 Imitates speech sounds
- 12 Vocalizes single vowel sounds
- 13 Vocalizes consonant sounds
- 14 Repeats same syllable 2-3 Times
- 15 Carries out directions when accompanied by gesture
- 16 Combines syllables in vocal play
- 17 Imitates voice intonations

Criteria

- Receives feedback from voice
- Allows mouth to be put in various positions
- Manipulates tongue and jaw
- Blows into various objects such as a tissue
- Eyeblink, Startle
- Turns, searches
- Startle, Eyeblink
- Turns, searches
- Imitates same motion
- Startle, Eyeblink
- Imitates
- Ah - eh - uh - voiced individually
- Voiced individually
- Such as: ma, ma, ma
- Performs directed task
- At least 2 different syllables
- Made by others

18	Uses a single word meaningfully	Labels objects or persons
19	Asks for more	Combines the word "more" with the desired object such as "more milk"
20	Follows a one-step command	Responds appropriately
21	Identifies familiar object, person, etc.	Points, Names
22	Identifies Pictures	Points, Names
23	Identifies Body Parts	Points, Names
24	Refers to self by name	Uses own name in speech
25	Identifies object	Names, Answers question, "What is this?"
26	Associates an animal with its sound	Produces appropriate animal sound
27	Asks for wants	Names desired objects
28	Combines different words	At least 2 words
29	Understands "NO"	Stops activity
30	Responds to a Yes/No question	Answers appropriately
31	Understands Prepositions	Such as: In, out, under
32	Understands Prepositions	Such as: On, off
33	Combines verb and noun in a 2 word phrase	Such as: go home
34	Combines verb or noun with "There" or "here"	Such as: car here
35	Utters a negative statement	Such as: No, not
36	Answers question "What is _____ doing?"	Such as: Running



37	Answers the question, "Where."	Such as: "on the floor..:
38	Identifies familiar environmental sounds	Such as: a telephone ringing
39	Understands the concept "one"	Selects one - Points to one
40	Distinguishes between sin- gular and plural forms	Such as: book, books
41	Carries out 2-step direc- tion	Responds appropriately by per- forming desired actions
42	Uses personal pronouns	Such as: I, Me, Mine
43	Uses pronouns in reference to other people	Such as: You, They
44	Understands the concept "is not"	Such as: It <u>is not</u> a ball
45	Answers a "who" question	Uses person's name rather than gesture
46	Uses possessive form of a noun	Such as "Daddy's"
47	Uses class names or catego- ries	Such as: food, animals
48	Identifies the use of an object	Names use or acts use out
49	Identifies an object when described by its use	Names object
50	Demonstrates an understand- ing of contrasting objects	Such as: Same/Different, Big/Little

OBJECTIVE: Child will become aware of his own sounds.

MATERIALS: Visual Echo, small cardboard box, tin can, tape recorder, microphone and headphones

PROCEDURE:

- 01 Have child talk into a resonating chamber such as a cereal box for feedback.
- 02 Purchase a speaker with a mechanism that will light when a sound is made. Example: Visual Echo.
- 03 Have child speak into a microphone.

OBJECTIVE: Child will imitate mouth movements.

,MATERIALS: Mirror

PROCEDURE:

- 01 Sit in a position so child can see adult and then work in front of mirror.
- 02 Have him imitate various mouth movements. Position his mouth if he has difficulty.
- 03 Example: Open mouth, close mouth, pucker lips and stick out tongue
- 04 When imitation is successful, try pairing movement with sounds.  
Example: Open mouth and say "ah".

OBJECTIVE: Child will become more aware of tongue and jaw movement.

MATERIALS: Peanut butter, jelly and cereal

PROCEDURE:

- 01 Place sticky food substance on upper lip and various other areas around mouth.
- 02 Observe to see if child uses tongue to remove substance.
- 03 Put foods in various parts in the mouth so child would have to manipulate his tongue and jaw.

OBJECTIVE: Child will learn breath control through blowing activities.

MATERIALS: Candles, straw and water, tissues and bubbles

PROCEDURE:

- 01 Blow into the child's open hand so he can feel the air.
- 02 Several materials such as a lit candle so child can see the reactions. Have child perform. Position mouth if necessary.

OBJECTIVE: Child will respond to the sound of a noisemaker.

MATERIALS: Noisemakers such as musical instruments. Record player.

PROCEDURE:

- 01 Sit facing child and sound noisemaker in his visual field.
- 02 Give child noisemaker and have him manipulate it.
- 03 Without visual cues, sound noisemaker on one side of the child. If a response is shown, give to child to manipulate as a reward. If there is no response, sound noisemaker in his visual field again.
- 04 Move to the other side and sound noisemaker. Repeat same procedure for response - no response.
- 05 Hold the noisemaker behind the child and repeat procedures.
- 06 Refer to additional auditory training activities.

OBJECTIVE: Child will locate a source of sound.

MATERIALS: Noisemaker

PROCEDURE:

- 01 Sit in back of the child.
- 02 Sound noisemaker in his visual field.
- 03 Sound noisemaker on one side of child giving him no visual cues.
- 04 When child turns, give him noisemaker and allow him to play with it.
- 05 If a child does not turn, sound noisemaker in front of him, then move it again to the side.
- 06 Gradually move noisemaker to different locations.
- 07 Encourage him to note the directions of sounds and become more attentive to them.

OBJECTIVE: Child will respond to voice.

MATERIALS: Tape recorder.

PROCEDURE:

- 01 Pre-record a tape which includes both high and low pitched voices.
- 02 Using headphones, play the tape and observe the child for any responses.
- 03 Note at which points child responds.
- 04 If no response is noted, turn tape off. After a few seconds, turn it on again.
- 05 Look for response as voice starts again.
- 06 Make sure child does not see when switch is turned on or off, so response is not a result of that action.
- 07 Look for responses in a free field situation.

OBJECTIVE: Child will locate the source of a voice.

MATERIALS: None

PROCEDURE:

- 01 Sit in front of the child and talk in a soothing voice. Vary the intonation of your voice.
- 02 Move to one side and continue talking. When he turns his head, reward him.
- 03 Move around the child, making sure he is not facing you when you begin to speak.

OBJECTIVE: Child will respond to a gesture with a gesture.

MATERIALS: None.

PROCEDURE:

- 01 Incorporate the teaching of gestures at the appropriate times.
- 02 For example: Bye-Bye. Wave to a child as he leaves in the afternoon.
- 03 Show the child what to do by co-actively performing the action. Accompany gesture with voice.
- 04 Show the child the movement often.
- 05 Reduce adult assistance as the child gains in skill.
- 06 Once the child can imitate the gestures, encourage him to respond without assistance.
- 07 Other Examples: Clap hands. Tap shoulders.

OBJECTIVE: Child will respond to his own name.

MATERIALS: None.

PROCEDURE:

- 01 Sit facing child
- 02 Call his name. Use a loud noisemaker to attract the attention of a hearing-impaired child.
- 03 If child does not look, turn his head so there is eye contact and call name again.
- 04 When child responds, reinforce.
- 05 Each time a child is held or addressed, say his name.
- 06 When group activities are possible, have child raise hand or stand up when teacher calls name in morning circle.
- 07 Sit in front of a mirror. Ask "where's \_\_\_\_\_?" Point to a child and answer "There's \_\_\_\_\_!" Encourage him to point to self.
- 08 Use a puppet. Play with child using his name often.

OBJECTIVE: Child will imitate speech sounds.

MATERIALS: \*Microphone, headphones.

PROCEDURES:

- 01 Place child in a position so he can see your face.
- 02 Make the exaggerated sound.
- 03 Repeat sound two or three times in a steady rhythm.
- 04 When child begins to imitate, start moving him in rhythm to the vocal play. Example: Clap hands, bounce, sway.
- \*05 If hearing loss is hindering the production of sounds, use prescribed method of amplification.
- 06 Repeat procedure adding an additional sound.

OBJECTIVE: The child will vocalize single vowel sounds  
(ah - eh - uh).

MATERIALS: None.

PROCEDURES:

- 01 Place child in a position so he can see your face.
- 02 Vocalize sound slowly and distinctly.
- 03 Exaggerate position of mouth and sound.
- 04 Place child's hand over mouth and repeat sound in a rhythmic fashion.
- 05 Place child's hands on your throat.
- 06 Encourage child to make sound. Reinforce any attempt.

OBJECTIVE: The child will vocalize consonant sounds.

MATERIALS: Tissue, feather, candle and mirror

PROCEDURE:

- 01 Have child sit so he can face adult as well as mirror.
- 02 Start with voiced consonant sounds which can be heard.  
Example: w, b, e, th, d, g, j, v and z.
- 03 Vocalize sound slowly and distinctly.
- 04 Have child feel the vibration and the air as the sound is made.
- 05 Have child try holding his hand on his throat and then mouth.  
Have him "see" air as he makes sound with a tissue, feather or candle close to his mouth.
- 06 Introduce second set of sounds: wh, p, f, th, l, t, s, k, sh, ch, x, and r.
- 07 Teach child how to feel the breath.
- 08 Have him touch his throat to see that there are no vibrations.
- 09 Introduce the third group only when needed. These sounds, m, n, and g tend to influence the vowel sounds with which they are combined.

OBJECTIVE: Child will repeat syllables 2 - 3 times.

MATERIALS: \*Microphone, headphones.

PROCEDURE:

- 01 Place child in a position so he can see your face.
- 02 Vocalize a sequence. Say it slowly and distinctly.  
Example: ma, ma, ma.
- 03 Depending upon syllable used, place child's hand in front of mouth to feel breath, on mouth to feel lip movements, or on nose to feel vibration.
- 04 Place child's hand on your throat so he can feel the vibration if syllable is voiced.
- 05 As child begins to make sounds, hold his hand on his throat if syllable is voiced.
- 06 Position the child's mouth if he is having difficulty.
- 07 When child makes a sound, repeat it in sequence and encourage child to make sound with you.
- 08 Reinforce any attempt of the child to vocalize sounds.
- \*09 If hearing loss is hindering the production of sounds, consult an audiologist for the correct methods of amplification.

OBJECTIVE: Child will carry out simple direction when accompanied by gesture.

MATERIALS: Chair

PROCEDURE:

- 01 Have child stand in front of chair.
- 02 As child is instructed to sit, tap on the seat.
- 03 If child doesn't sit, move him gradually closer to the chair and sit him down.

OBJECTIVE: Child will combine at least two different syllables in vocal play.

MATERIALS: Musical Instruments.

PROCEDURE:

- 01 Sit facing child, as child watches, sound one instrument (example: bell) and the other (example: drum).
- 02 Repeat the two one after another.
- 03 Pair a syllable with each instrument. Always be consistent that the same syllable is paired with the same instrument.
- 04 Sound the first simultaneously, wait a few seconds, and then sound the second.
- 05 Repeat frequently until instruments can gradually be removed.

OBJECTIVE: The child will imitate the voice intonation patterns of others.

MATERIALS: Piano and xylophone.

PROCEDURE:

- 01 Using a piano or xylophone, sound a low note and a high one.
- 02 Repeat the two often, linking them with voice.

OBJECTIVE: Child will use a single word meaningfully to label an object or person.

MATERIALS: Objects familiar to child, Example: ball, cup.

PROCEDURE:

- 01 Select an object that the child is familiar with, Example: a ball.
- 02 Show it to child and tell its name.
- 03 Have child repeat.
- 04 Introduce a second object and repeat procedure.
- 05 Show child both items. Have him select one by name.
- 06 Give him named object as a reward.
- 07 Increase number of objects.
- 08 Walk around room pointing out various objects. Show child and have him repeat names after you.

OBJECTIVE: Child will ask for "more".

MATERIALS: Cookies.

PROCEDURE:

- 01 Give child a cookie. When finished, offer him another one, giving him the cue "more".
- 02 Require child to repeat the word after you .
- 03 Begin linking the word "more" with the desired object.
- 04 Do not accept the single word "cookie" but require the child to specify "more cookie" in his request.

OBJECTIVE: Child will follow a one-step command. Example:  
"Give me the \_\_\_\_\_."

MATERIALS: Various objects with which the child is familiar.

PROCEDURE:

- 01 Give child object. Example: ball.
- 02 After child plays with ball a while, say "Give me the ball." Simultaneously, hold out your hand.
- 03 If child reaches out the ball to you, take it from him and reward.
- 04 If there is no attempt to give you the ball, repeat the command and, at the same time, extend his hand toward you and take the object from him.
- 05 Provide a reward.
- 06 Gradually increase the number of objects requested.

OBJECTIVE: Child points to familiar persons, animals, toys on request.

MATERIALS: Real objects, Peabody picture cards, magazine pictures and Lotto language game.

PROCEDURE:

- 01 Place two familiar, but very different objects in front of child.  
Example: cup and spoon.
- 02 Request, and have child select correct one.
- 03 Repeat several times varying the order.
- 04 Repeat same procedure using pictures rather than the actual objects.
- 05 Gradually increase the number of objects the child must choose from.
- 06 Introduce Language Lotto Game.
- 07 After child successfully points to objects while in view, proceed to cover them with a cloth.
- 08 The child is then required to lift cloth and find the desired object.

OBJECTIVE: Child will identify pictures in a book.

MATERIALS: Construction paper, Picture Book and Peabody Cards.

PROCEDURE:

- 01 Show child picture of an object and have him identify.
- 02 Move to a picture which contains two objects and then gradually to one that has many.
- 03 Collect pictures of objects which the child has been familiarized with. Mount them on paper and form a scrapbook. Vary the amount of pictures per page.
- 04 Have real objects available if necessary.

OBJECTIVE: Child will identify and name body parts.

MATERIALS: Mirror, brown butcher paper and crayon.

PROCEDURE:

- 01 Co-actively touch appropriate body part on child and label it.
- 02 Co-actively touch appropriate body part on teacher.
- 03 Standing in front of mirror, have child imitate as adult touches appropriate body part.
- 04 Work on one body part at a time and gradually add as each part is learned.
- 05 Using large paper, have child lie down as teacher traces body.
- 06 While teacher traces, have child identify body parts as crayon passes.
- 07 When finished, have child place own body parts over the paper body.  
Example: Touch your knees to your paper knees.
- 08 Place pre-constructed body parts in envelope. Have child draw from envelope one body part at a time, putting them together in a puzzle like fashion.
- 09 Draw a body, leaving out one obvious piece. For example: arm.  
Have child identify which part is missing.

OBJECTIVE: Child will refer to himself by name.

MATERIALS: Picture of child, mirror and various possessions of the child.

PROCEDURE:

- 01 Point to child and cue, "Your name is \_\_\_\_\_. "
- 02 Ask child, "What's your name?" Reinforce correct response.
- 03 Place child in front of mirror. Point to image. Ask "Who's that." Reinforce correct response.
- 04 Show picture of child. Ask who's that?
- 05 Hold out one of child's toys. Cue \_\_\_\_'s toy. Ask whose toy? Reinforce correct response.

OBJECTIVE: Child will name an object ("What is this?")

MATERIALS: Object's familiar to child. Example: Ball, flashlight.

PROCEDURE:

- 01 Seated at table, adult presents child with object.
- 02 As adult repeatedly says/signs object's name, let child explore.
- 03 Place object on table and say/sign "What is this?"
- 04 If response is correct, reward. If response is wrong, give cue.  
For Example: "ba" for ball.
- 05 Seated in a dark room, shine flashlight on object being discussed.
- 06 Name object and encourage child to imitate.

OBJECTIVE: Child will produce an animal sound or use sound for animal's name.

MATERIALS: Pictures of Animals, tape or record of Animal sounds and Fisher-Price Dial an Animal sound.

PROCEDURE:

- 01 Play animal sound. Show picture and identify animal.
- 02 Show picture and have child make sound.
- 03 Introduce other sounds one at a time repeating procedures.
- 04 Incorporate all sounds with song, "Old McDonald."

OBJECTIVE: Child will ask for wants by naming object.  
Example: cookie, milk.

MATERIALS: Add objects familiar to child.

PROCEDURE:

- 01 Show child object that he's especially fond of. Example: cookie.
- 02 Say/sign to child "What do you want?"
- 03 Cue the word to him. Have him repeat the word. Reward by giving him the desired object.
- 04 Repeat exercises until child spontaneously names without seeing it.

OBJECTIVE: Child will combine two different words.

MATERIALS: Cookies.

PROCEDURE:

- 01 When child requests object. Example: cookie, respond by answering, "Do you want a cookie?"
- 02 Allow child to repeat key words "want cookie", then reward with the desired object.

OBJECTIVE: Child will stop a behavior in response to the cue "No".

MATERIALS: None.

PROCEDURE:

- 01 When child begins an undesirable response, indicate "no" and physically prevent completion of the response.
- 02 Remove child, restrain him, or move the stimulus object. Offer something else to do. Praise if he switches to the new activity.
- 03 As soon as child withdraws, praise him for his good behavior.
- 04 Shake your head and your fingers to indicate "no". Emphasize your emotions with facial and gestural expressions.

OBJECTIVE: Child will respond appropriately to a yes/no question.

MATERIALS: Cup, book.

PROCEDURE:

- 01 Place two objects in front of child. Example: cup and book.  
Pick up one and ask, "Is this a cup?"
- 02 Vary order and increase selection of items used.
- 03 Ask questions during play. Hold a ball in front of child. Ask,  
"Do you want to play?" Have child answer verbally or by gesture  
before giving him ball.

OBJECTIVE: Child will gain an understanding of the prepositions in, out and under.

MATERIALS: Large cardboard carton, shoe box with cover, one-inch cube, black masking tape and chips or blocks of various colors or shapes.

PROCEDURE:

- 01 Have child play with large carton, exploring it by going on in, out and under. Make a game of activity such as shaking the carton when child is inside. Make sure he understands each concept by physically taking the position requested.
- 02 Using a one-inch cube, have the child place it in, out and under the shoebox.
- 03 A large masking tape circle has been preset on a worktable.

The teacher examines the circle with the child and then the child is encouraged to manipulate the blocks, identifying the color or shape of each.

- 04 The teacher places one of the blocks inside and indicates to the child that "the red block is now in the circle." She removes the block and indicates that it is "out of the circle." This may be repeated as necessary.
- 05 The teacher instructs the child to place a block in the circle and then remove it so it is out.

If the child is not aware of color or shapes, alternate items may be used, since the concept to be taught is positional relationship and not color or shape.

OBJECTIVE: The child will place an object on or off another object as directed by the teacher.

MATERIAL: Ball, book, cup, plate and classroom furniture.

PROCEDURE:

- 01 The teacher will encourage the child to manipulate and label the 4 objects.
- 02 The teacher will demonstrate that two of the objects can be positionally placed so that one is on top of the other or off the other. Repeated examples may be given by placing the objects and indicating the spatial relationship.
- 03 The child will be instructed to place the objects in one of the two ways and then indicate if the object is on or off.
- 04 This activity might be expanded by having the child move about the room indicating what things are on other things and placing things so that they are off.
- 05 The teacher proceeds with simple commands using the same format: Put your \_\_\_\_\_ on the \_\_\_\_\_ or: Take your \_\_\_\_\_ off the \_\_\_\_\_.
- 06 A Simon Says type of game might easily evolve.

OBJECTIVE: Child will combine verb-noun in a two-word phrase.

MATERIALS: Objects familiar to child. Example: Ball, Peabody Cards.

PROCEDURE:

- 01 Sit facing child and say/sign, "Throw the ball."
- 02 Have child repeat command. Accept "Throw the ball" - Perform action.
- 03 Repeat command and have child throw the ball.
- 04 Once the procedure is repeated enough times, hold the ball until child requests it.
- 05 Throw the ball as a reinforcement.
- 06 Show action cards from Peabody Kit and ask the question, "What is he doing?" Example: comb hair, wash hands.

OBJECTIVE: Child will combine verb or noun with "there", "here".

MATERIALS: Book and cup.

PROCEDURE:

- 01 Place book in front of child. Say to child "Here is the book". Have child repeat. Then ask child, "Where's the book?"
- 02 When child is able to give the correct response spontaneously, start on "There is the book".
- 03 Place book a short distance from child. Ask again, "Where's the book?" Have child respond by either going to the book or pointing.

OBJECTIVE: Child will utter a negative statement.

MATERIALS: Familiar objects.

PROCEDURE:

- 01 Show child various objects that he is familiar with.
- 02 Hide the object and say, "No \_\_\_\_". Have the child repeat.
- 03 Show child a cup and say, "Is this a fork?" Respond by answering "No, it's not a fork, it's a cup".

OBJECTIVE: Child will be able to answer the question, "What's \_\_\_\_\_ doing?"

MATERIALS: Peabody Action Cards.

PROCEDURE:

- 01 Using various familiar objects, demonstrate their usage. Ask child, "What am I doing?" Have child respond with appropriate activity, Example: washing hands.
- 02 Show child Peabody Action Cards. Have him identify each activity.
- 03 If child has difficulty, have him perform action and then identify.

OBJECTIVE: Child will answer the question, "Where?"

MATERIALS: Objects familiar to child.

PROCEDURE:

- 01 Place object in front of child. Example: cup. Then, put the object in a different place. For example: Under the table.
- 02 Say/sign to child, "Where is the cup?" Assist child in finding object.
- 03 Have child identify where a particular item is before receiving it.

OBJECTIVE: Child will identify familiar environmental sounds.

MATERIALS: Tape recorder, DLM tapes and musical instruments.

PROCEDURE:

- 01 Sit back to back with child, each having two identical instruments.  
Example: Bell and drum.
- 02 Sound one instrument and have child find and sound same.
- 03 Increase number of instruments and repeat same procedure.
- 04 Record a tape of familiar sounds. Example: Telephone ringing.  
Have child match pictures of objects to their sounds.
- 05 Play DLM tape and match with their pictures.

OBJECTIVE: Child will understand the concept one.

MATERIALS: 3" by 5" index cards and chips.

PROCEDURE:

- 01 Before starting activity, trace chip on a 3" by 5" card.
- 02 Put card and chip in front of child and say/sign, "Put one on". If necessary, assist child. Gradually, decrease assistance.
- 03 After child can do this by himself, again place card in front of him. Place two chips beside card. Again, request one chip.
- 04 Remove card and say/sign to child, "Give me one."

OBJECTIVE: Child will be able to distinguish between singular and plural forms.

MATERIALS: Construction paper, pictures and blocks.

PROCEDURE:

- 01 Show child a block and have him identify. Then show him a group of blocks and have him identify as "blocks."
- 02 Varying the order requested, have child distinguish between the two.
- 03 Gathering pictures, compile a scrapbook. Have one item on a page and then groups of the same object on another page. Include items such as animals, foods, etc. Have child identify as he looks through the book.

OBJECTIVE: Child will carry out a two-step direction.

MATERIALS: Ball.

PROCEDURE:

- 01 Instruct the child by saying, "Go get the ball and throw it."
- 02 When child performs, reward him.
- 03 If he does not perform correctly, repeat the first part of the command and guide him to the appropriate location. Then, repeat the second part of the command and guide him through it.
- 04 Repeat the whole command and guide him through the whole performance. Provide a reward.
- 05 Gradually withdraw manual guidance.

OBJECTIVE: Child will use the personal pronouns I, Me, Mine, rather than his own name when referring to self.

MATERIALS: Mirror.

PROCEDURE:

- 01 Place child in a position so he's facing a mirror.
- 02 Slowly and distinctly say "me" while simultaneously you assist child to point to himself.
- 03 Have child give teacher a requested object. Cue: "Give it to me."

OBJECTIVE: Child will use pronouns in reference to other people,  
Example: You.

MATERIALS: Familiar objects.

PROCEDURE:

- 01 Demonstrate a task and then have the child do it, giving him the command "You do it."
- 02 Whenever you want to address the child, give him a cue, Example: You go to your seat.

OBJECTIVE: Child will select an object that "is not \_\_\_\_\_"  
Example: is not a ball.

MATERIALS: Various objects child is familiar with, Example: ball, cup.

PROCEDURE:

- 01 Place a pair of objects in front of child and have him identify each one.
- 02 Have him select the one which is not a \_\_\_\_\_.
- 03 If child fails to understand concept, identify the two objects again. Pointing to the two objects, ask "If this one is a ball; which one is not a ball?"

OBJECTIVE: Child will answer a "who" question with the person's name.

MATERIALS: Photographs of familiar persons.

PROCEDURE:

- 01 Each time child comes in contact with another student or adult in the classroom, identify by name. Have child repeat name after you.
- 02 After several meetings, ask child who the person is. Have child identify by name.
- 03 Show child photographs of classmates and family members. Have him identify.
- 04 Allow child to draw a picture of familiar persons. Have him identify who he is drawing.
- 05 Take pictures of classmates performing various tasks. Have child identify each one. Example: Ask "Who is combing his hair?"

OBJECTIVE: Child will use the possessive form of a noun (Johnny's).

MATERIALS: Various articles of clothing and toys.

PROCEDURE:

- 01 Walk around the room identifying various items the child recognizes.
- 02 Have child name object and then associate them with its owner.  
Example: When child identifies a coat, ask him whose coat? Have him repeat, Johnny's coat.

OBJECTIVE: The child will be able to use class names. Example: toy, animal, food.

MATERIALS: Groups of objects and Peabody Picture Cards.

PROCEDURE:

- 01 Present a group of similar objects one at a time to the child.
- 02 Have child identify that they are all things to eat.
- 03 After each response, respond, "Yes, you eat the \_\_\_\_\_. It is food."
- 04 Repeat with other groups, such as things you wear - clothing.
- 05 Present the child with Peabody cards containing a few samples from two different classes. Example: clothing, food.
- 06 Have child identify each picture and then separate them into classes.
- 07 Gradually, increase the number presented to the child.

OBJECTIVE: Child will be able to identify the use of an object.

MATERIALS: Various objects familiar to child and pictures of objects.

PROCEDURE:

- 01 Place various objects in front of child. Example: comb, cup.
- 02 Have child demonstrate the usage of each object. As they are manually performing action, have teacher describe action.  
Example: drink from a cup.
- 03 Show child pictures of objects. Have child pantomime action and then orally/sign usage.

OBJECTIVE: Child can identify an object when it is described by its use.

MATERIALS: Various objects familiar to child and pictures of objects.

PROCEDURE:

- 01 Place an object in front of child. Example: spoon and an identical one in front of teacher.
- 02 As teacher pantomimes usage, have child imitate.
- 03 Remove teacher's object, and have her demonstrate usage without materials.
- 04 Have child imitate using object.
- 05 Introduce a second object. Example: comb, and repeat procedures.
- 06 Place both objects in front of child.
- 07 Have child select appropriate one, as teacher pantomimes usage.
- 08 Substitute pictures for objects and have child select appropriate one as it is demonstrated by teacher.
- 09 Gradually increase the number of objects used.

OBJECTIVE: Child will distinguish between two contrasting objects:  
Example: Big, little.

MATERIALS: Large beach ball and soft ball.

PROCEDURE:

- 01 Present child with each object and have him explore.
- 02 Place both objects on table and give command, "Give me the big ball."
- 03 Repeat several times varying the size requested. Vary the right-left position in which the two items are positioned.
- 04 Walk child around room pointing out various objects such as the door or a supply box.
- 05 Go to refrigerator and have child open door to get a lunch. Stress the words open and close.
- 06 Place a treat in a box. Instruct child to open it. Use the treat as a reinforcer when child completes task.
- 07 Throughout the day, look for situations where the child can open close different things.
- 08 Put two different objects on the table. Example: shoe and cup. Show child one identical item. Example: another shoe.
- 09 Ask child to give you the same from one of his two choices.
- 10 Repeat using various examples.
- 11 After child has demonstrated an understanding of the concept, perform tasks to teach "different." Stress that different means "not the same."
- 12 Place pairs of objects in front of the child. Example: 2 cups, 1 book and 1 pencil.
- 13 Have him decide if the pairs are the "same" or "not the same" - different.
- 14 Increase the number of objects presented to the children. Example: 3 cubes and 1 cup. Have child discriminate.

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APPENDIX - AUDITORY TRAINING ACTIVITIES

Sound:	Phonetic Symbol:	Classification/Tongue Position in Mouth	Example:
é	i	Front-vowel/high	bee
í	I	Front-vowel/mid-high	drill
é	e	Front-vowel/mid	get
á	æ	Front-vowel/mid-low	bat
à	a	Front-vowel/low	fast
ó	u	Back-vowel/high	pool
ö	ʊ	Back-vowel/mid-high	book
ô	ɔ	Back-vowel/mid	law
ó	ɒ	Back-vowel/mid-low	mop
ä	ɑ	Back-vowel/low	bark
ü	ɔ	Mid-vowel/high	dirt
à	ə	Neutral-vowel	sofa
ú	ʌ	Mid-vowel/low	gulp
á	eɪ	Diphthong/Front mid to mid-high	train
í	aɪ	Diphthong/Back low to front mid-high	pie
ó	oʊ	Diphthong/Back mid to Back high	nose
oi	ɔɪ	Diphthong/Back mid to front mid-high	boy
é(r)	ɪə (r)	Diphthong/Front mid-high to neutral	gear
â(r)	ɛə (r)	Diphthong/Front mid to mid-low	lair
ó(r)	ʊə (r)	Diphthong/Back mid-high to neutral	tour
ô(r)	oʊə (r)	Diphthong/Back mid to high to neutral	roar

Complements of Marlene Werther  
 Woodbridge State School  
 Rahway, New Jersey



## Classification/Manner of Production:

b	b	Plosive/Lips together & blow apart	V
p	p	Plosive/Lips together & blow apart	U
d	d	Plosive/Lips apart, tongue-tip up & quickly lowered	V
t	t	Plosive/Lips apart, tongue-tip up & quickly lowered	U
g	g	Plosive/Lips apart, back tongue up & quickly lowered	V
k	k	Plosive/Lips apart, back tongue up & quickly lowered	U
m	m	Nasal/Lips together, airflow directed out nose	V
n	n	Nasal/Lips apart, tongue tip up, airflow directed out nose	V
ng	ŋ	Nasal/Lips apart, tongue in back is up, air goes out nose	V
z	z	Sibilant/Lips apart, tongue tip up & grooved, push air over tongue	V
s	s	Sibilant/Lips apart, tongue tip up & grooved, push air over tongue	U
zh	ʒ	Sibilant/Lips pursed, tongue high, push air over tongue	V
sh	ʃ	Sibilant/Lips pursed, tongue high, push air over tongue	U
j	dʒ	Sibilant/Lips pursed, tongue touches palate & quickly lowers	V
ch	tʃ	Sibilant/Lips pursed, tongue touches palate & quickly lowers	U
w	w	Continuant/Lips pursed, tongue low, push air out between lips	V
wh	hw	Continuant/Lips pursed, tongue low, push air out between lips	U
v	v	Continuant/Lower lip against upper teeth, push air over lip	V
f	f	Continuant/Tongue tip to upper teeth, push air over lip	U
th	θ	Continuant/Tongue tip to upper teeth, push air over tongue	V
l	l	Semi-vowel/Tongue tip behind upper teeth, push air out sides	U
r	r	Semi-vowel/Tongue tip curled back toward palate	V
y	j	Semi-vowel/Front of tongue nearly touches palate	V



AUDITORY SCREENINGAcoustically Measured Noisemakers

Stimulus:	Distance:	Overall Intensity (SPL)	(SPL)	Octave Band Analysis (sHz)
Red Drum:	2'	87dBSPL	84dB 84dB 74dB 74dB 67dB 51dB 40dB	at .125kHz .25 kHz .5 kHz 1kHz 2kHz 4kHz 8kHz
Triangle:	2'	69dBSPL	-50dB -30dB 24dB 45dB 64dB 60dB 60dB	at .125kHz .25 kHz .5 kHz 1 kHz 2 kHz 4 kHz 8 kHz
Cricket Clacker:	2'	68dBSPL	-48dB -30dB 26dB 25dB 40dB 53dB 50dB	at .125kHz .25 kHz .5 kHz 1 kHz 2 kHz 4 kHz 8 kHz
Rhythm Sticks: (Slide)	2'		33dB 46dB 48dB 49dB 43dB 37dB	at .25 kHz .5 kHz 1 kHz 2 kHz 4 kHz 8 kHz
Rhythm Sticks: (Hit)	2'	68dBSPL	43dB 45dB 56dB 54dB 43dB	at .5 kHz 1 kHz 2 kHz 4 kHz 8 kHz
Wooden Drum:	2'	84dBSPL	85dB 75dB 76dB 66dB 58dB 45dB 34dB	at .125kHz .25 kHz .5 kHz 1 kHz 2 kHz 4 kHz 8 kHz



Auditory Screening - Acoustically Measure Noisemakers (cont.)

Stimulus:	Distance:	Overall Instensity (SPL)	Octave Band Analysis (kHz)		
Silver Drum	2'	78dB SPL	76dB	at .125kHz	
			66dB	at .25 kHz	
			66dB	at .5 kHz	
			62dB	at 1 kHz	
			59dB	at 2 kHz	
			54dB	at 4 kHz	
			45dB	at 8 kHz	
School Bell	2'	80dB SPL	41dB	at 1 kHz	
			67dB	at 2 kHz	
			64dB	at 4 kHz	
			78dB	at 8 kHz	
			60dB	at 16 kHz	
Baby Cow Bell:	2'	74dB SPL	40dB	at 1 kHz	
			69dB	at 2 kHz	
			62dB	at 4 kHz	
			66dB	at 8 kHz	
			64dB	at 16 kHz	
Maraca:	2'	81dB SPL	34dB	at .25 kHz	
			35dB	at .5 kHz	
			40dB	at 1 kHz	
			54dB	at 2 kHz	
			73dB	at 4 kHz	
			78dB	at 8 kHz	
Wrist Bells:	2'		32dB	at 1 kHz	
			49dB	at 2 kHz	
			55dB	at 4 kHz	
			56dB	at 8 kHz	
			56dB	at 16 kHz	

Complements of Woodbridge State School



Auditory Developmental Scale

<u>Age</u>	<u>Noisemakers</u>	<u>Speech</u>	<u>Expected Response</u>	<u>Startle to Speech</u>
0-6 weeks	50-70 db	40-60 db	Eye-widening, eye-blink, stirring or arousal from sleep, startle.	65 db
6 wk-4 mo.	50-60 db	47 db (SD=2 db)	Eye-widening, eye-shift, eye-blink, quieting; beginning rudimentary head turn by 4 mo.	65 db
4-7 mo.	40-50 db	21 db (SD=8 db)	Head turn on lateral plane toward sound; listening attitude.	65 db
7-9 mo.	30-40 db	15 db (SD=7 db)	Direct localization of sounds to side, and indirectly below ear level.	65 db
9-13 mo.	25-35 db	8 db (SD=7 db)	Direct localization of sound to side, directly below, ear level, and indirectly above ear level.	65 db
13-16 mo.	25-30 db	5 db (SD=5 db)	Direct localization of sound on side, above, and below.	65 db
16-21 mo.	25 db	5 db (SD=1 db)	Direct localization of sound on side, above, and below.	65 db
21-24 mo.	25 db	3 db (SD=2 db)	Direct localization of sound on side, above, and below.	65 db











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